

Sammy Snail's trail

by Jackie Holderness & Annie Hughes

Level 2 • Beginner–Elementary

Age: Primary (6–11)

Language aims: To introduce animals and natural features; to learn a chant

Time: 30 minutes

Student grouping: Individuals, whole class

Materials: One copy of the worksheet per student; pictures of the following animals: frog, snail, spider, rabbit, bee, worm; colouring pens or pencils; tracks 1 and 2 (downloaded in advance or played via onestopenglish); a small square of paper or card per student

Language focus: *Snail, worm, spider, rabbit, bee; slimy trail, tree, river, log, rocks, house, bridge; up, down, between, over, under, along, left/right, past; stop, big, small*

Procedure

Step 1

Elicit the animals from the Language focus above using the pictures you prepared or mime. Then, say the animal's name and get the class to make the appropriate noise or action.

Step 2

Hand out the worksheet. Ask children to look at the other things on it. Teach or revise *tree, bridge, river, rock, log* and *house*.

Step 3

Take the picture of a snail that you prepared. This is Sammy Snail. Use it to teach prepositions through mime, for example 'Sammy's going along the table, over my bag, under the chair, up the wall, down the door.' The children then each draw their own snail on a piece of paper or card and follow your instructions, moving it around the classroom or around the worksheet.

Step 4

Teach or revise *left* and *right*. Call one child to the front with their snail and direct their around the room, for example 'Sammy turn left. Stop. Sammy turn right. Stop.'

Step 5

Play track 1. Teach the class the short chant, teaching new words as necessary.

Step 6

Explain that the class will now hear about Sammy Snail's route to his house. He gets lost, so they have to listen carefully and follow his trail. Tell them you will pause the audio occasionally to check everyone is still together. Play track 2 and check where the children's snails are during the pauses (//). The children may want to turn their paper so they face the same way as Sammy on the map.

Step 7

Play the audio again and let the children colour in Sammy's route.

Follow-up activity

In pairs, the children can direct each other around the map, for example 'Go straight on. Turn right. Go round the bee ...'

Transcript

Track 1

Sammy Snail, Sammy Snail
Follow Sammy's slimy trail.
He goes up and he goes down
He goes round and round and round.

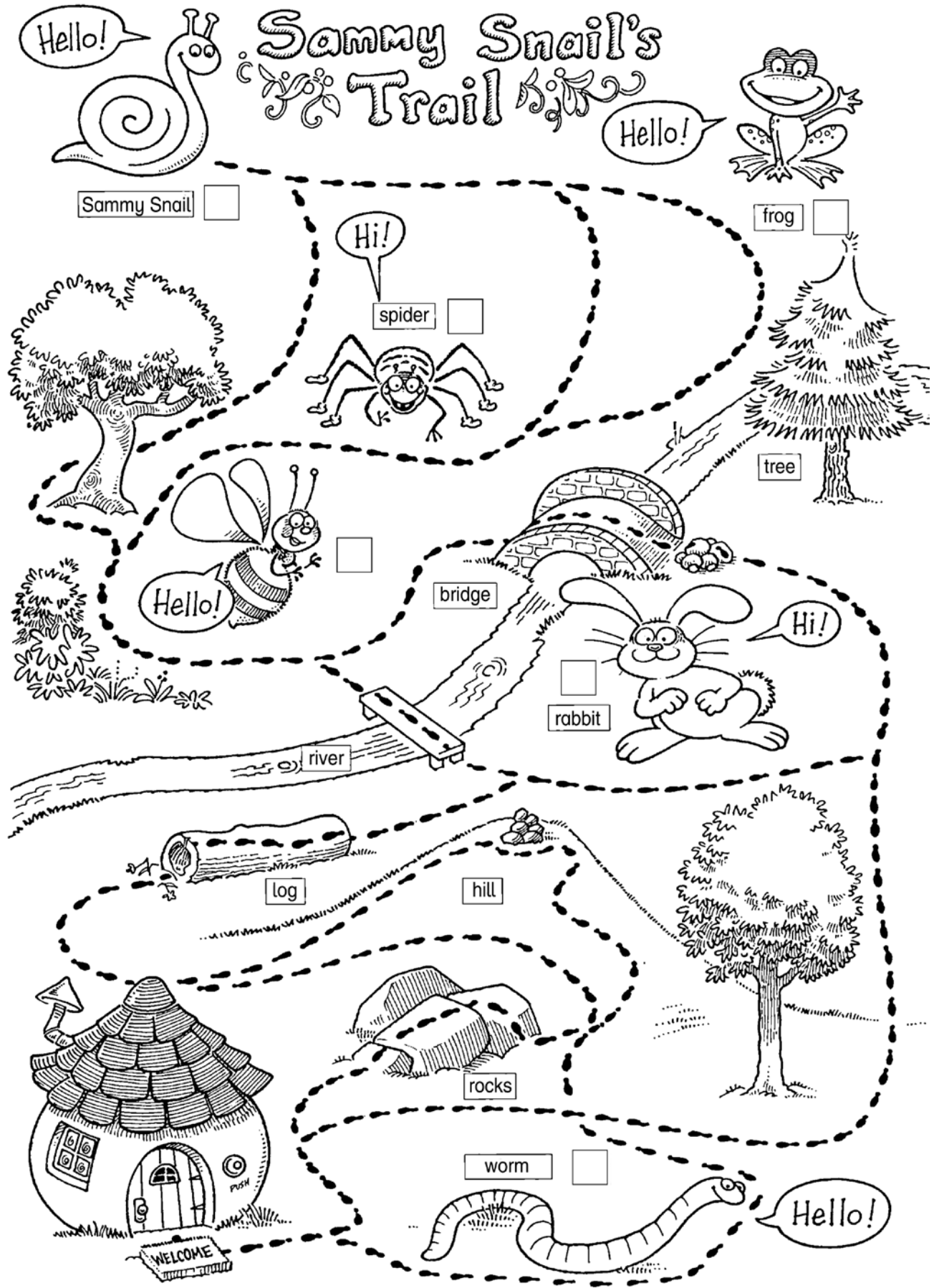
Sammy Snail, Sammy Snail.
Follow Sammy's slimy trail.
He goes left, he goes right
He goes out by day and night.

Track 2

Poor Sammy Snail's lost. He can't remember which way to go. Listen and trace. First he goes straight to the frog, then round to the spider and then left round the bee. // Then he goes right over the small bridge, and right again, over the log. // Next, he goes left, up the hill and down again. // He turns left again and goes right between the worm and the rocks. Hooray! He's home!

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WORKSHEET